

Tuning

India

Objectives and Outcomes of the Fifth General Meeting

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Co-funded by the
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of the European Union

**Fifths General Meeting,
Online, 30 March 2021**



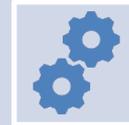
Objective of 5GM



Activities and
Results



Programme



SAG Work



OBJECTIVE

The **Fifths General Meeting** aims at the **analysis of survey on students' workload, revision and updating the degree programmes** and students' learning guide, and **preparation of the project main publication - Reference Points.**

The SAG work is aimed at the **calculation and distribution of ECTS credits, finalisation the designing of the degree programmes** and students' learning guides, and **preparation of the implementation phase.**



STUDENTS' WORKLOAD: SURVEY ANALYSIS

In order **to estimate adequately** the workload required for students to achieve the learning outcomes specified in the curriculum, **special survey on students' workload at Indian universities has been conducted.**

The process included the **involvement of academics and students** as the **key groups** of the survey. The survey aims at **approximating the real volume of work hours needed by a student** to pass the unit/course/module from the point of view of teachers' planning and perception and students' opinion.

This **helps to improve** the degree programmes designed.



STUDENTS' WORKLOAD: SURVEY ANALYSIS

Data Editing, Cleaning & Checking and Consistency

The raw database went through the standard process of editing, cleaning and checking for extreme, invalid or inconsistent values. Given the nature of the survey, where individuals were asked to give rough estimates referred to the number of hours devoted to different academic activities within different time periods (semester, week), some inconsistencies and errors were to be expected. At the same time, and as it happens in many surveys, some questions were left unanswered sometimes or individuals assigned values which could be considered as inconsistent.

The process of data checking/cleaning was performed on each of the variables separately. Careful analysis was carried out observing the distribution of different variables to decide what could be considered as inconsistent within each variable based on the analysis of outliers. As it could be expected, the number of outliers was higher among students than among academics.

Calculating Results

Results are displayed according to the four different areas divided into academics and students. The methodology implies that in order to include a given academic institution in the final results, at least one value was requested for all courses constituting one given semester.



DESIGNING DEGREE PROGRAMMES

The degree programme **deals with** the **length, level and definition of the programme in terms of competences and learning outcomes**; it also analyses the methodologies for developing the **appropriate strategy of teaching, learning and assessing those competences** as well as setting up the **internal systems for assuring programme quality**. The Programme must take into consideration the following topics:

- a) Context, purpose, social need and potential of the programme.
- b) Precise and clear definition of the profile and the key competences. The programme must include:
 - Description of the graduate profile in accordance with the Meta-Profile of the subject area,
 - Identification of the potential fields / sectors, where its graduates may find employment,
 - Identification of the Key Programme Competences in a detailed form (in accordance with the Meta- Profile of the subject area),
 - Specification of the mark of the university where the programme is anchored,
- c) Accurate formulation of the Programme Learning Outcomes: the learning outcomes must be linked closely to the Key Programme Competences,
- d) Description of the programme and the module/course/units: all the components of the programme must be clearly listed,
- e) Identification of learning outcomes for each module/course: each component of the programme must be linked to concrete learning outcomes,
- f) Description of the approaches to teaching, learning and assessment: identification of the best strategies to develop and assess the intended learning outcomes.

The main work in each Subject Area group will be the **discussion about strategies for teaching, learning and assessment to be implemented** in the programmes, and the **calculation and distribution of ECTS credits**.

The template for the design of Degree Programme is presented in **Annex I “Degree Programme Template”**



DESIGNING STUDENTS' LEARNING GUIDES

The **assessment system for each subject** must be completely developed by the professor and **presented to the students in the Learning Guide**.

The following must be specified:

First, **what is going to be assessed** – i.e., the **Specific and Generic Competences** that the class has worked on. The professor must itemise the **assessment indicators** for each of the competences. These indicators provide **relevant, significant evidence of progressive proficiency** in each generic and specific competence.

Second, **how these competences are going to be assessed** – i.e., the **instruments and techniques** that will be used during **continuous assessment** and at the end of the process (**final assessment**). A variety of techniques should be used to suit the nature of the competences worked on (e.g., exams, analysis of work done, oral presentations, test problems, observation of behaviour, etc.)

Third, **students must be told the criteria** that will be used in **assessing their learning, and the weighting of these criteria in the final grade**. The **grading system** should reflect a balanced distribution among the different competences worked on and the different techniques employed in **calculating the final grade**.



PREPARING REFERENCE POINTS

“Guidelines for profiling, designing and implementing innovative degree programmes” (Reference Points) publication plays an important role for the design of programme curricula in the related subject area.

It is a **document designed to convey the essential information** about **subject areas, typical degrees and occupations, competences, learning outcomes and level descriptors**. It provides information on **new approaches regarding teaching, learning and assessment**, and an overview of **student workload calculation approaches**.

It will **summarize the main results of the project in the four subject areas** (explaining the process followed, the **results of the consultations process, the meta–profiles agreed, the programmes proposed**, etc.).

It is a publication which shows **all the results achieved in Tuning India project**.



PREPARING REFERENCE POINTS

Reference Points Template

1. Introduction

Presentation of the countries involved in the SAG; Presentation of the Members/Universities.

2. Definition of generic competences - A thematic perspective

Brief analysis of the generic competences from subject area perspective. Highlight some particular aspects considered and/or not considered in the list of generic competences for Tuning India.

3. Identification of specific competences

Presentation of the subject specific competences agreed in the group. Explanation of the process followed to achieve the list of subject specific competences. Institutional/national/sub-regional/ references which SAG took into account to achieve the list of subject specific competences.

4. Consultation on competences

Presentation of analysis of the results of generic competences survey (in relation to SAG perspective). Presentation of analysis of the results of subject specific competences survey. Interpretation of the results.

5. Elaboration of Meta-Profiles

Description of the process followed by the SAG to agree on a meta- profile. Presentation of the meta –profile as a graphic. Explanation of the main components/elements of the Meta – profile and how it is linked to the previous steps (generic and subject specific competences agreed).

6. Contrast of Meta-Profile at national level

Reflection on the coincidences and differences between the meta-profile and real degree profiles at the Universities.

7. Student Workload reflection

Main issues arising from the workload consultation for the SAG.

8. Some examples of revised/new programmes

Presentation of some examples of revised/new programmes elaborated.

9. Implementing universities.

Short description of the process followed, and results achieved by implementing universities.

10. Conclusions. Final considerations



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Tuning India T-India Fifth General Meeting PROGRAMME

Online, 30 March 2021

09:45 – 13:00 (Central European Summer Time)

13:15 – 17:30 (India Standard Time)

Plenary Session

10:00-13:00 CEST, 13:30-16:30 IST

<https://meet.google.com/fbi-muhd-dbk>

SAG Teacher Education

13:00-14:00 CEST, 16:30-17:30 IST

<https://meet.google.com/vof-qcqa-usm>

SAG Law

13:00-14:00 CEST, 16:30-17:30 IST

<https://meet.google.com/aif-pyhw-jtt>

SAG Medicine

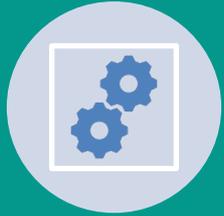
13:00-14:00 CEST, 16:30-17:30 IST

<https://meet.google.com/tfi-jqib-ddz>

SAG ICT

13:00-14:00 CEST, 16:30-17:30 IST

<https://meet.google.com/dae-opwo-vjr>



SAG WORK

- **Revising the degree programme design** in accordance with survey results,
- **Planning the implementation phase** and choosing the unit/module/subject for the implementation (if not chosen already),
- It is recommended to **develop the students' learning guide** for the implementation unit/module/subject,
- **Agreement on the structure** of the Reference Points and **distribution of the chapters among SAG Members.**

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Thank you!

